

A large, colorful hot air balloon with horizontal stripes in shades of blue, green, yellow, orange, red, and white dominates the left side of the frame. Two smaller, similarly patterned hot air balloons are visible in the distance to the right and center. The background is a vast blue sky with scattered white clouds, and the bottom of the image shows a calm, teal-colored sea.

Union of the Baltic Cities, UBC

# PROGRAMME TO PROMOTE

*youth employment and  
well-being*







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# UBC – promoting employment and well-being of young people

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The Board of the Union of Baltic Cities (UBC) has decided that the special focus of the UBC General Conference in Mariehamn (1–4 October 2013) should be “Investing in young people. Combating youth unemployment and marginalization – from words into action”.

The reasons for this choice are obvious. The economic crisis has had a severe impact on many European countries, especially in Southern Europe. In several nations, nearly half of the young people are without work or a place of study. This can have grave consequences affecting the cohesion of these countries and the future of Europe.

Although the countries around the Baltic Sea have not suffered as much as our Southern European friends, the situation of our youth is also precarious. Too many young people without a place of work or study are facing the danger of marginalization. The young deserve better, and this situation is a waste of human resources.

The cities in the Baltic Sea Region recognize their responsibility. Therefore the UBC Board has invited its Finnish Member Cities to work out practical proposals which could be helpful in promoting youth employment and well-being.

The best experts in ten Finnish cities collaborated to create this practical Action Programme which deserves close study and attention by all concerned.

On behalf of the UBC, I extend warm thanks to the Finnish cities for their initiative, which proves again what we can achieve by acting together!

This Action Programme, together with results of the General Conference and initiatives from other UBC Member Cities, will serve as useful material for a UBC Task Force on Youth Employment and Well-Being. The task of this Programme is to ensure that this issue gets the attention it deserves and to give support to Member Cities and other interested partners in promoting the rights of our young generation.

Per Boedker Andersen  
*President of UBC*



# To the reader

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The Union of the Baltic Cities (UBC) will hold a general conference in Mariehamn on 1–4 October 2013. The theme of the conference is combating youth unemployment and marginalisation. Because of this, in early 2013, Aleksi Randell, Mayor of Turku, Markku Andersson, Mayor of Jyväskylä, and Jarkko Virtanen, Vice-President of UBC, asked UBC's Finnish member cities to appoint their own experts to a working group, which was tasked with preparing a concrete programme to promote youth employment and well-being in their cities.

The City of Turku promised early on to take the lead in running the working group, which meant a lot of work – though rewarding and gratifying – to yours truly. The working group convened three times, twice in Tampere (14 March and 25 April) and once in Turku (23 May). In between meetings, proposed measures and related materials were developed through a virtual working platform and by e-mail and telephone, when necessary. At first, the work and especially the timetable for it seemed challenging at best, but the commitment, rigorous attitude and hard work of all the members in the working group has made it possible for this programme to end up in your hands.

## The following people participated in the working group:

Merja Nordling, **Special Planner, Espoo**  
Pirkko Korhonen, **Research and Development Manager, Jyväskylä**  
Riitta Hakala, **Project Manager, Kemi**  
Helena Kempas, **Director of Youth Affairs, Kotka**  
Jouni Kivilahti, **Director of Youth Affairs, Lahti**  
Jaana Lehtinen, **Employment and Special Services Manager, Lahti**  
Juha Laine, **Employment Development Manager, Pori**  
Tuija Öberg, **Development Manager, Porvoo**  
Leena Kostiainen, **Deputy Mayor, Tampere**  
Mikko Lohikoski, **Director of External Affairs, Turku**  
Matti Mäkelä, **Project Manager, Turku**  
Päivi Berg, **Director, Vaasa**  
Jukka Kentala, **Head of Social and Health Services, Vaasa**

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**On behalf of the working group, I would like to thank all its members,**

In Turku 14.8.2013    *Project Manager Matti Mäkelä*

# How do I read this programme?

The importance of concreteness was emphasised when the working group was given the assignment. This emphasis served as the working group's guideline, and it was decided early on that all proposals would be tied to everyday life through arguments, different good practices and operational models.

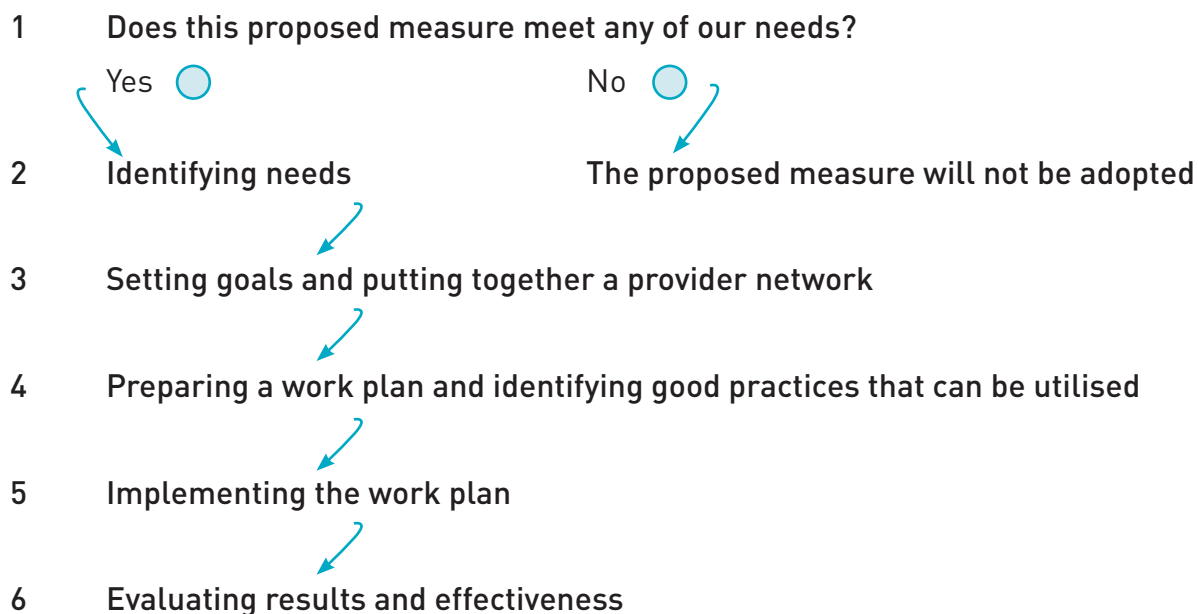
All in all, this publication contains seventeen proposed measures for promoting employment and well-being. The proposals have been divided into six different themes. Below each proposed measure there is a written argument that answers a simple question: why should this proposed measure be realised? The section "And so it goes" below each proposed measure presents examples of different operational models developed in Finland that support accomplishing the goals in question. Some of the operational models include a website or e-mail address, which provide further information about the model, if necessary. You can also visit the following websites for further information about the Finnish education system and good practices that have been developed in Finland to support the Youth Guarantee:

[www.oph.fi/english](http://www.oph.fi/english)

[www.nuorisotakuu.fi/nuorisotakuu?s=5038&l=en](http://www.nuorisotakuu.fi/nuorisotakuu?s=5038&l=en)

[www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)

The proposed measures can be utilised in developing your own city or organisation through the following process, for instance:



## Further information:

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# Guidance *and support*

## 1 Students in basic education are offered the chance to learn more about upper secondary education and different occupational options.

### ARGUMENT:

Providing students in basic education with more information about educational options at secondary level adds to their knowledge of existing educational options and dispels wrong conceptions about the opportunities offered by vocational institutions. Providing correct information affects the students' understanding of working life, different occupations and working life skills. This will also increase the students' understanding of possible educational paths that are available after secondary level.

### And so it goes:

#### Tutoring at Turku Vocational Institute

Every year, Turku Vocational Institute trains approximately 120 tutors, who represent the institute's fields of study extensively. The tutors receive and guide new students at the beginning of the autumn term, together with group leaders and guidance counsellors. In addition to this, they visit comprehensive schools to give ninth graders information sessions together with career planners. Tutors represent and promote their own field and educational institution. Further information: [satu.hovi@turku.fi](mailto:satu.hovi@turku.fi)

#### TET (period of work experience)

The purpose of a TET period is to introduce students to working life, and not only a specific occupation. The purpose is to give the students a chance to participate in diverse tasks in a supervised environment, and to observe professionals at work and to assist them. This way, young people can test their social skills in a real work environment and increase their self-knowledge and possibly even clarify their future educational and occupational choices. TET weeks take place during eighth and ninth grade at comprehensive school.

#### School trial

Students in comprehensive schools have an opportunity to familiarise themselves with vocational education and training through school trials that last between one and five days. School trials are targeted at students in the final year of comprehensive school who have not yet made their decision about further education and/or who need an opportunity to get to know a specific field of study in order to confirm their goals. Students who take part in a school trial must have a realistic chance of studying in the field in question.

## 2 All young people are guaranteed the guidance and support they need at every level of education. Special attention will be given to those in need of special support and to young immigrants.

### ARGUMENT:

Every young person is offered support in a timely manner and in accordance with their needs. This support helps them mature and supports their studying, learning and school-going skills. The goal is to help young people find their own place in society and working life. Special needs groups often have a regrettably limited range of available options in working life, and finding suitable solutions for them requires highly individualised support and guidance. Continual development of guidance and support and meeting different needs is extremely important on all levels of education.





## And so it goes:

### General, intensified and special support in basic education

General support is a part of daily school work, and it is based on every student's right to receive high quality education, guidance and support every day at school. General support takes into account the students' readiness and strengths. The teaching and possible support measures will be planned and carried out accordingly. Different forms of support for learning and school-going include remedial education, part-time special needs education, guidance, an assistant's efforts, student welfare work and support from student welfare, differentiated instruction, co-teaching and the flexible grouping of learning groups. Support forms are used flexibly. A student can also be provided with a personal study plan. The interaction culture inside the classroom is an important part of general support. Effective interaction contributes to every student's learning ability.

Intensified support: If learning does not proceed in the expected manner despite general support systems, a student can be given intensified support. Intensified support is more intensive and long-term in nature than general support. The support forms in use are the same as during general support. The main goal of intensified support is to guide and teach the student in such a way that the student can return to the scope of general support after receiving intensified support. The purpose of intensified support is to prevent problems from growing, diversifying and piling up.

Special support is provided for students who do not achieve their objectives of growth, development or learning sufficiently enough through other support measures. The objective of special support is to support the students comprehensively and systematically in a way that allows them to complete their compulsory education and become eligible for further education. The path to special support is generally that the student first receives general and intensified support. However, a decision to provide special support can be made before beginning pre-school or basic education, or during pre-school or basic education without going through intensified support. This is the procedure if a psychological or medical evaluation indicates that a student's education requires special support due to a disability, illness, delayed development, an emotional disorder or another, similar reason.

### Support team in upper secondary vocational education and training

The support team at Turku Vocational Institute consists of three psychologists, two curators, two career planners and a student activities coordinator. They work in close cooperation with guidance counsellors, teachers and public health nurses. They act as a support to teachers, and as their partner in situations relating to student welfare.

The support team's work includes the following tasks:

- consultations with teachers
- information events and training for teachers and staff
- early intervention groups
- individual discussions to promote and support learning and coping
- student welfare groups (including a mood skills class, a group for improving various social skills, a group for young people becoming independent and a boys' group)
- school's internal and external networking
- guiding young people to activities and other youth services

Lisätietoja: sari.jansson@turku.fi



### 3 Working life skills and job seeking skills, career planning and entrepreneurship training will be incorporated into the education and guidance at all levels of education.

#### ARGUMENT:

Learning is often theoretical, while the ground rules in working life are subject to change. Young people expect intensive guidance when they choose their career. Choosing a career is a long-term process, which begins as early as during basic education. When a student chooses an institution of further education or what classes to take, the choice must be based on correct information about working life. It is necessary for young people to get to know the various realities of working life in cooperation with educational institutions, workplaces, companies and representatives from labour market organisations.

If young people know the basic rules of working life, it also makes companies more willing to employ them for summer jobs, work try-outs or apprenticeship training.

#### And so it goes:

**Job skills training** offers young people an opportunity to improve their knowledge of the basic skills needed in working life. The employers plan the contents of the training. The training will deal with questions relating to strengthening the student's own position at the workplace, abiding by work hours, or the employer's management powers. The training will emphasise the significance of learning how to develop a ready mindset instead of gaining expertise. Job skills training is a goal-oriented and concise package, which utilises creative tools, peer support and the efforts of people in working life.

Job skills training improves young people's chances of finding employment and offers employers potential employees who are more capable than before. The training is meant for unemployed young people, those who are in vocational training and those already employed.

In addition to producing content, the employers are also involved in the training by providing an entrepreneur's point of view to every training group. This group of entrepreneurs is committed to developing job skills training, and they give priority to young people who have completed the training by offering them work try-outs as part of the training.

A job skills card is proof of successful completion of the training. The first job skills training begins on 2 September 2013, at the Work Preparation Centre of the City of Espoo. Towards the end of the year, training will also be provided for young people through Omnia's youth workshops.

In 2014, job skills training will be incorporated into the courses offered at Omnia Open Vocational College and into working life skills training.

Job skills training will be developed during 2013 and 2014 through the TYÖTAITAJA project that is managed by the Joint Authority of Education in the Espoo Region.

#### Job-search classes in upper secondary school

The VaSiTe project has organised job-search classes in Turku for students in upper secondary school. The students receive one credit for completing the course. The contents of the course have been developed to cover the entire job-search process: recognising your own skills and their significance in job searching, job-search skills, preparing documentation, a job interview and how to prepare for it. The project will produce materials for teachers and instructors throughout 2013. The objective of the course is to teach practical skills relating to job search and provide information about working life.

#### Junior Achievement Young Enterprise

##### *24hr Camp*

The practical learning in the Young Enterprise 24hr Camp will follow the "learning by doing" principle. The supervised programme in the Young Enterprise 24hr Camp is comprised of group lectures and information sessions/bulletins as well as small and large checkpoint assignments, which form the core of the camp. The camp lasts for 24 hours and can be organised in an educational institution's premises, for instance. The camp programme is a concise package that comprises



the basics of entrepreneurship, external lecturers, establishing a company, marketing and public speaking. The camp can be organised as a part of entrepreneurship studies. The tutoring will be carried out by students who have participated in the camp earlier and who have completed camp leader training.

### ***Company programme***

In the Young Enterprise – Company programme, students will establish practice companies for the duration of one school year. These companies use real money and produce services and/or products. The students carry out business operations on a small scale, on an educational institution's premises, for the duration of one school year, and they pay rent and operating expenses for the products. The small-scale/practice company serves as a learning path, which helps students improve their entrepreneurship skills, interpersonal skills, problem solving skills and team work, in addition to helping them take the initiative, take responsibility and improve their other skills that are necessary in working life. Each practice company has a business mentor who is tasked with supporting the students in issues relating to running the practice company.

Further information: [www.nuoriyrittajyys.fi](http://www.nuoriyrittajyys.fi)

## **4 Upper secondary education, in particular, must have effective operational models that prevent students from dropping out, help more students complete their studies and offer guidance. The functionality of these operational models must be continually observed. New operational models will be developed in accordance with the results and needs that arise.**

### **ARGUMENT:**

In many cases, dropping out from upper secondary education significantly increases the risk that young people may face social exclusion. This matter relates to a great number of people, because, to give an example, approximately 10% of young people drop out of upper secondary VET every year.

Despite this, it is important to keep in mind that for some young people, dropping out is not necessarily a negative event. Instead, it is a necessary transition phase, and afterwards these young people have clearer plans and their motivation grows. For this reason, all instances of dropping out cannot – and should not – be prevented. Instead, we must ensure that young people receive a sufficient amount of guidance and support as well as information about their options and opportunities after dropping out.

### **And so it goes:**

#### **Operational models for grouping**

The purpose of grouping is to help the members in a group get to know each other and in this way establish a safe and encouraging atmosphere within the group. A well grouped class improves the participants' own learning ability and prevents social exclusion. In order to carry out grouping, the staff must first be offered training (ideology and practices), and they must be committed to the principles of grouping. In order to make the grouping work as a process and make it respond to different occurrences that happen in a group, making an annual clock is recommended. The main emphasis of grouping is on the autumn of the first year of study, but grouping is also recommended at the beginning of the second and third years of school.

More information and materials: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)





### Rästäpaja activities

Rästäpaja (group for catch-up work) is a place where young people can catch up on their schoolwork, practice for tests, do their homework and make up for their absences. The activities of Rästäpaja are supervised by an appointed person(s), organised and take place in a reserved space. Rästäpaja is a place where students can easily come to in order to catch up on work. A visit to the group is recorded into the student information system, and the visit is not recorded as an absence from other lessons. Rästäpaja can be open to all students, or it can be targeted at a specific target group. The aim of Rästäpaja is to support the students' study progress and, if necessary, offer them a more peaceful place to work.

Further information: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)

### Career planner's job description

During their studies, students may face times when they require additional support in order to keep going and progress through their studies. Turku Vocational Institute employs two career planners who work to support students and help them complete their studies. In the event that a student drops out, the career planners provide information and guidance about new options. In addition to their career planning work, they are involved in transition phase cooperation with all the upper comprehensive schools in Turku. Their cooperation partners include the guidance counsellors in upper comprehensive schools as well as special needs teachers and public health nurses, when necessary. Students can contact a career planner themselves if they have problems with motivation towards their studies, or if they need to consider dropping out, changing fields, or if they require guidance on job search.

Further information: [sari.jansson@turku.fi](mailto:sari.jansson@turku.fi)

## 5 Graduating students will be given support in finding employment or continuing their education. Support measures must not be targeted only at graduates from upper secondary or basic education. They must also take into consideration the different needs of students graduating from institutions of higher education.

### ARGUMENT:

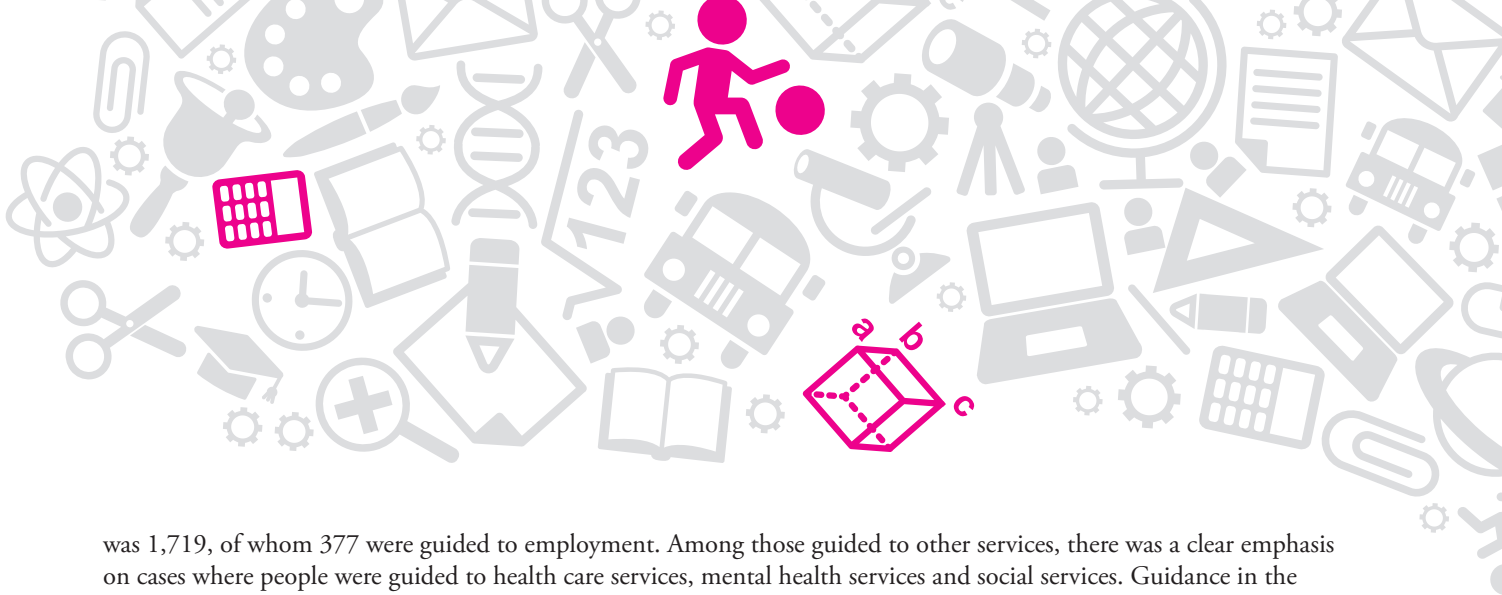
An educational institution's task is to recognise the process of transitioning to working life or further education, and to guide young people in this transition phase. When planning guidance and support measures, educational institutions must take into consideration the fact that young people graduating from different types of schools (comprehensive schools, upper secondary schools, vocational schools, institutions of higher education) have different needs. A successful transition phase process shortens the transitioning time between school and working life, increases social productivity and prevents social exclusion.

### And so it goes:

**Live service map** is an example from the City of Kotka where interested parties have the opportunity to meet young people who are about to graduate and others who are looking for work. In May, all those participating in service guidance are reachable at the Kotka Market Place. Young people can meet decision-makers and service advisors face-to-face. This way, young people can develop a clearer picture of the services on offer. Decision-makers, employees and residents can come and test how the service works in the role of a character given to them.

### Petra

The Petra – employment and schooling for young people – project, managed by the City of Vantaa's employment services, is targeted at unemployed young people living in Vantaa aged 17 to 24. The project's aim is to reduce unemployment among those under the age of 25 and guide young people efficiently to working life, education or other services. When the project first began, the unemployment rate among people under 25 was relatively higher in Vantaa than in the surrounding municipalities. Since the project has been in operation, the rate has decreased to a lower level than the average in the Uusimaa region. In three years, the project has had over 3,000 customers, of whom 750 have been guided to employment and 157 to degree education. In 2012, the number of people guided through the project



was 1,719, of whom 377 were guided to employment. Among those guided to other services, there was a clear emphasis on cases where people were guided to health care services, mental health services and social services. Guidance in the Petra project is based on a one-stop shop service: young people can go to the same place to receive both guidance and advice for resolving the most important questions pertaining to their current situation in life. The meetings are regular and young people visit the same service advisor. The guidance process also includes a meeting with a public health nurse. The project operates in close cooperation with the Employment and Economic Development Office, and other important cooperation partners include Kela, the City of Vantaa's social services, youth services, health care services, rehabilitative work experience and the Labour Service Centre (TYP). The project will take gender equality into consideration and strive to break down the established conceptions about gender roles in different occupations. The Petra project works in active cooperation with employers and companies in order to help them find suitable candidates for open positions and work try-outs. Starting on 1 November 2013, the project will be continued under the name Petra – new paths for young people.

Further information: [www.vantaa.fi/petra](http://www.vantaa.fi/petra)

**The Yrittäjyyden ruutulippu** (first steps to entrepreneurship) project is underway in Jyväskylä. The project's goal is to help young graduates from creative fields find employment and establish new business operations in the creative field. The emphasis is on arts and crafts, communications and music. The project involves ten company networks, which will employ 20 new graduates. The key group of entrepreneurs in the project are recent graduates under 25, who are given permission to utilise the premises and equipment at their educational institution for two years after their graduation, and during that time they can concentrate on strengthening their own business operations and forming their customer base without having to worry about business premises or making expensive investments, which is usually necessary for business operations.

**The Womento project** is a nationwide mentoring network of educated immigrant women, which was started in 2011 by the Family Federation of Finland. The project's mission is to support women and create networks for them, in addition to giving them more information about working life and everyday customs in Finland. The project expanded in 2012 from the capital region to Turku.

Further information: [www.vaestoliitto.fi/monikulttuurisuus/womento/](http://www.vaestoliitto.fi/monikulttuurisuus/womento/)

**Otaniemi International Network, Talent match:** The objective of Talent match is to bring together educated foreigners and employers who are looking to recruit educated workers. The operational concept is based on searching for a solution to the questions of how to utilise a skilled international workforce, how to support foreign workers in expanding their networks, and how to do this in a way that would interest companies.

Further information: [www.otaniemi.fi/talentmatch-marketplace-for-international-talent/](http://www.otaniemi.fi/talentmatch-marketplace-for-international-talent/)

### **Guidance towards further education: Spring is coming, are you ready?**

Spring is coming, are you ready? is a theme week organised at Salo Region Vocational College, during which students receive comprehensive information about working life and its ground rules. Participants who come and introduce themselves during the theme week include the Employment and Economic Development Office, trade unions and companies in different fields. Students are also encouraged to make sure that they can graduate, and they are given additional support to help them complete their studies.

Further information: [mervi.leino@sskky.fi](mailto:mervi.leino@sskky.fi)



## 6 Guidance and support services will be offered to young people who are unemployed, who did not get a study place after comprehensive school, and those who have dropped out of upper secondary education.

### ARGUMENT:

Many young people do not know how to take advantage of available services, such as student welfare services, services of the Employment and Economic Development Office and social services. If a young person has not committed him or herself to training before turning 20, there is a risk that he or she will continue to remain uncommitted later on. Young people between 15 and 20 are in the searching phase of their growing up process, and they do not necessarily have a clear self-image, which makes it difficult for them to consider their educational and career path without support. Society benefits from providing support in this phase, when it is possible to minimise aimless drifting and unhelpful educational choices, and in this way make sure that all available study places are filled. Early support reduces the later need for expensive special services.

### And so it goes:

#### Outreach youth work

Outreach youth work is special youth work, the purpose of which is to interact with young people and offer them the chance to have safe and confidential contact with an adult. Outreach youth work helps young people find solutions to their problems and questions, and reach the services they need.

The primary purpose of outreach youth work is to help young people under 29 who are not in education or employment, or who need support to reach the services they need. Outreach youth work offers young people early support if they themselves want it.

Services offered by outreach youth work:

- support for making comprehensive plans for their life
- help in finding the right services and assisting them in how to use them
- mobile outreach work (e.g. street work, cooperation with schools)
- individual guidance and visits to services

Outreach youth work is currently conducted in almost 300 municipalities in Finland.

#### Youth Counselling and Guidance Service Point NuortenTurku

NuortenTurku is a service offered by the City of Turku Youth Services Centre to all young people under 29. It is a service point that offers information, counselling and guidance. At the information and counselling service point, young people can look for information independently or they can ask for assistance from staff. The service point offers brochures and other materials, and there are three computer terminals for public use, a copy machine, a fax and a telephone. The equipment is available for use free of charge.

NuortenTurku answers questions relating to, for instance, hobbies, working life, studies, looking for a place to live, recreation, international opportunities and income security, or whatever young people need information on.

Further information: [www.pointti.info/valitse\\_kunta/turku/nuortenturku](http://www.pointti.info/valitse_kunta/turku/nuortenturku)

**OhjausLaturi** is a guidance and counselling service provided by the City of Jyväskylä's youth services for young people between 13 and 29. OhjausLaturi functions as a supplementary guidance service to the city's educational institutions. The service operates all year round and cooperates with ninth graders (comprehensive school) and guidance counsellors in different educational institutions. The most visible part of the operations is the summer service targeted at those who have completed comprehensive school. Outreach youth workers are also involved in this service. The main purpose of the summer service is to find education paths for those who have not been offered a study place in the spring joint application.

The service point offers different brochures and guides, a chance to use the computer to go online and use a printer, and it offers personal guidance to help young people plan their studies and their future, and to understand the contents of different services.

There is a transition group operating in Jyväskylä, which is coordinated by OhjausLaturi. The transition group's objective is to bring together professionals in different fields who work with young people in the transition phase between comprehensive school and upper secondary education. The group discusses what forms of support are available or what type of support should be organised for young people whose educational path falters for one reason or another during the transition phase.

Further information: [www.nuortenlaturi.fi/ohjauslaturi](http://www.nuortenlaturi.fi/ohjauslaturi)





# II Flexible

## *educational paths*

**7 On all levels of education, young people are offered the chance to complete at least a part of their studies flexibly in different learning environments.**

### **ARGUMENT:**

Education must meet the needs of different types of learners. Young people need different ways of studying and diverse learning environments. For instance, for young people who require special support in their education and transition to working life, functional and work-based learning methods (flexible basic education, workshops and job coaching) are good alternatives. On the other hand, talented students can be offered additional challenges with the help of diverse learning environments.

### **And so it goes:**

#### **Flexible basic education**

Flexible basic education is targeted at young people who are at risk of being excluded from basic education and not being able to complete comprehensive school. In flexible basic education, teaching takes place alternately at school and at the workplace. Other learning environments are also utilised flexibly. In addition to a special needs teacher, a youth instructor also works in the classroom. Students study in small groups consisting of ten students. Each student receives a learning plan, or, if necessary, a personal plan concerning the teaching arrangements.

#### **Expanded on-the-job learning**

A more extensive utilisation of on-the-job learning in vocational studies increases career orientation, work-based learning and orientation towards practice in basic vocational education and training. This model makes it possible to obtain special expertise and current information from working life, which is especially significant in fields that are constantly developing. Because this model integrates learning theory and practical skills, it offers a motivating and individual way of learning a vocation to students who learn best by doing.

#### **2+1 (the final year of education is completed through an apprenticeship)**

In the 2+1 model, students in the final year of their studies complete their education through an apprenticeship. The extent of an apprenticeship varies from four months to a year. This model is targeted at students who have completed the core subjects that are part of the qualification and who have either found or can find an apprenticeship. This model improves the students' chances of finding employment and – just like expanded on-the-job learning – it offers a work-based and practical way of learning a vocation.

#### **Workshop studies as a part of vocational studies**

The recognition that there are students with different ways of learning has continually increased in vocational education. Because of this, educational institutions are faced with a situation where they have to consider how and where else learning is possible. One alternative is to utilise youth workshops as learning environments, where the students can improve their skills by using work-based methods which emphasise reflection, independence and individual support. Tasks and activities completed at a workshop are evaluated according to the contents of the curriculum, and they can be included in the qualification in basic vocational education.

Further information: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)



### **Completing an upper secondary school diploma in cooperation with a vocational institute**

Students at upper secondary school have the opportunity to showcase their skills and interest in practical and art subjects through upper secondary school diplomas. Like other separate skill demonstrations related to upper secondary school studies, upper secondary school diplomas supplement the skill level indicated in the upper secondary school certificate and the matriculation examination certificate. Because vocational institutes have suitable classrooms and the pedagogical expertise for completing diplomas, different institutions in Turku have joined forces and have experimented with offering studies on the premises of a vocational institute and the Turku University of Applied Sciences. Contents of the studies have been tailored in cooperation with upper secondary education.

Further information: [anu.parantainen@turku.fi](mailto:anu.parantainen@turku.fi)

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# III Cooperation

## *between different actors*

**8 Arrangements are made in city and regional levels to combine, manage and coordinate youth services. In connection with this, they will also come to an agreement on coordinating the realisation of the Youth Guarantee.**

### ARGUMENT:

In Finland municipalities are legally obligated to arrange and coordinate youth services, for instance, through youth guidance and service networks as well as by preparing welfare plans for children and youth. However, establishing cooperation networks or preparing plans is not enough, and municipalities must come to an agreement about joint operational goals, success indicators and the responsibilities of different actors. Coordinating the realisation of the Youth Guarantee also requires gathering all the key actors around the same table and uniting them behind common goals.

### And so it goes:

**Youth Group of Kaarina** meets once a month at the Employment and Economic Development Office. A social worker for 18 to 25-year-olds acts as the chairperson and the convenor. Other members in the group include the city's work planner, a public health nurse for the long-term unemployed, an expert and a career planning psychologist from the Employment and Economic Development Office, a rehabilitation counsellor, a career advisor, outreach youth workers and workshop representatives. The meeting begins with just the gathered officials, and after this two to four invited customers join the meeting. At this time, only the employees working with the customer in question are present. The idea behind this is centralised cross-administrative cooperation, which means that the customer meets more than one employee at the same time and they make decisions together. At the end of spring and autumn, the youth group convenes for an expanded development session, during which each member reports on their latest news, the group discusses future changes significant to the youth group, and they prepare the meeting schedule for the next six months.

Further information: [katja.vossi@kaarina.fi](mailto:katja.vossi@kaarina.fi)

**To coordinate the realisation of the Youth Guarantee** the City of Turku established a steering group in spring 2013 to monitor progress. In addition to representatives from the city's different branches, representatives from the Centre for Economic Development, Transport and the Environment, and the Employment and Economic Development Office were also invited to sit on the steering group. The steering group came to an agreement about 27 development measures, which were divided into preventive, supportive and corrective measures. This list was worked into a concrete plan of action during a seminar organised at the beginning of June, in cooperation with the region's other actors.

Further information: [matti.makela@turku.fi](mailto:matti.makela@turku.fi)

**9 Cities and regions decide on each actor's responsibilities in youth guidance (e.g. guidance in transition phases, guiding young people who have dropped out)**

### ARGUMENT:

Every young person should be helped to find their own place. The important thing is that the actors have common values and principles, which they commit themselves to. In addition, the communication between actors must work seamlessly and every actor must have a defined role in guiding young people. All actors must be aware of each other's roles, which helps to ensure safe transition for youngsters in transition phases.



## And so it goes:

### MAST – provincial guidance model:

The guidance model developed in the MAST project is based on cooperation between educational institutions, workshops, basic education and upper secondary education, the adoption of a provincial youth supervision system and new pedagogical guidance models, as well as increasing the cooperation between different actors. The measures connected to the guidance model make it possible to help young people move forward on their education path, reduce drop-out rates and help more students complete their studies.

Further information: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)

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### Guidance model for young people in Turku

Turku utilises a guidance model for young people, which defines who takes responsibility for guiding young people after they complete comprehensive school. The model defines what role each actor has, when the guidance takes place, and how the operating model works when a young person is excluded from education. In brief: Guidance counselling in comprehensive schools is responsible for guiding young people until the results of the joint application are published. If a young person is admitted to an educational institution, the institution in question assumes responsibility for guiding the student. They have the responsibility for guiding the student even in the case where the student decides to drop out. The responsibility for guiding young people who have not been admitted to an educational institution belongs to youth services and their outreach youth work.

Further information: [www.mastohjaus.fi/perusopetus.html](http://www.mastohjaus.fi/perusopetus.html)

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The objective of **the Koppari project** is to reach and give guidance to young people in Jyväskylä who are at risk of social exclusion. The project creates a joint operational model for a multidisciplinary network, the purpose of which is to support young people who do not have a place to study or who have dropped out, so that they can be guided to education or the labour market.

The purpose of the Koppari – for the good of the whole generation – project is to prevent social exclusion by reducing the number of early school leavers. The term ‘early school leavers’ refers to young people who do not complete any vocational qualifications.

The Koppari project focuses on developing the quality of guidance, and special attention is paid to the transition phase between basic education and upper secondary education. The project brings together actors working on different sides of this transition phase, increases their awareness of each other’s work, and develops the quality of measures that promote youth guidance.

The key measures of the project are mapping and clarifying the service network, and paying attention to groups who have been discovered to be at risk of becoming early school leavers (such as young people in foster care and young immigrants). During spring 2013, the project cooperated with the aforementioned services to work on an actor map that clarifies the services available for young immigrants. The map shows services targeted at young immigrants in particular. The purpose of the map is to help those working in guidance services to easily find the services that are most suitable for a young person’s situation. Another objective of the project is to create an electronic service map application, which covers all the key services required by people over 16. The application helps these people find the service that is most suited to meet their needs.



## 10 Public sector actors work in close cooperation with key interest groups (parents, companies, labour market organisations, third sector).

### ARGUMENT:

Youth employment and well-being are best promoted through the concurrent measures of several different actors and administrative sectors. The responsibility for promoting employment and well-being belongs to public services such as education and youth services, employment and business services as well as social and health care services. Employers, organisations and third sector actors are important cooperation partners, and they expand young people's chances of finding employment and the range of available services. Through the multi-sectoral cooperation between different actors, services required by young people can be produced flexibly and efficiently. Having young people and their parents participate in the planning and implementation of services and different methods improves the flow of information and the timeliness of services.

### And so it goes:

#### In order to promote the Youth Guarantee, campaigns have been started in different regions.

The purpose of these campaigns is to improve young people's chances of finding employment and study places. The campaigns encourage employers to participate in realising the Youth Guarantee. On the websites of different campaigns, employers can, for instance, advertise job vacancies and challenge other companies and employers to join the campaign. Examples of cooperation between different actors include the following campaigns: Pestaa Nuori (hire a young person) in Southwest Finland, Työtä Nuorille (employment for young people) in Satakunta, and Kaikille Nuorille Töitä (employment for all young people) in Pirkanmaa.

The Pestaa Nuori campaign operates in Southwest Finland. The opening event for the campaign was held at Skanssi shopping centre in Turku on 18 April 2013. Participants at the event included employers, educational institutions and organisations. Employers can challenge other companies to take part in the campaign through the campaign's website. The website also features job advertisements and introductions to education that are offered to young people. During the Pestaa Nuori campaign, 14 new companies have been challenged to join the campaign, and 210 unemployed young people have found work.

The Työtä Nuorille campaign was launched in Satakunta on 21 March 2012. The campaign strives to find companies willing to employ young people and to challenge employers in Satakunta to promote youth employment through their operations. Companies who join the campaign receive a campaign sticker and a banner. All those challenged to join are also mentioned on the Työtä Nuorille website and on Facebook.

When the Työtä Nuorille campaign was started, there were 2,460 unemployed people under 30 in Satakunta, but by 17 June 2013 their number was down to 2,062. There are 43 employers involved in the campaign.

Pirkanmaa started their Kaikille Nuorille Töitä campaign on 21 April 2012. On the campaign's website, companies can offer young people work try-outs or apprenticeships as well as steady or fixed-term employment. You can also challenge other entrepreneurs and employers to join the campaign through the website.

There are 134 companies taking part in the campaign, 2,449 promises have been made, and 218 vacancies have been filled.

This information about the campaign's performance is based on information that was available on 17 June 2013.





# IV Participation

- 11 We will ensure that young people's voices are heard and that they participate in all matters that relate to them. We will get young people to participate and we will utilise their ideas and wishes for development as well as their efforts in different development projects. We will also map and develop the opportunities for special groups to take part in and influence matters.**

## ARGUMENT:

Participation and influence are themes that have been given a key role in many city strategies in Finland. It is important that every resident, young people included, have the opportunity to be heard, to influence decision-making in society, and, for instance, influence the development of services. Young people's point of view has a particularly significant role when planning services for young people. Young people who have gained experience in participation and advocacy grow up to be active residents and citizens.

## And so it goes:

**Many Finnish municipalities have established their own youth councils.** For instance, in the City of Vaasa the Youth Council is the expert and cooperation body in charge of matters relating to young people, and it operates under the Recreation Committee. The purpose of the Youth Council is to promote young people's opportunities to participate, influence and take action, and it functions as a channel for young people to have a say in matters that relate to them. In Vaasa, the Youth Council was established by the city administration, and the 25 members between the ages 13 and 22 that form the council are chosen from the city's upper comprehensive schools, secondary level educational institutions and youth entities in the third sector.

Finland's first **Youth Citizens' Jury** convened in Vaasa over three days in autumn 2010. In the second Youth Citizens' Jury "Happy Vaasa region – young people's perspectives for development", held in 2012, the perspective was regional. In addition to young representatives from Vaasa, four nearby municipalities were also represented. Applications were gathered from eight municipalities, and the objective in forming the group was to have as wide a demographic representation as possible. Realisation of the Youth Citizens' Jury was made possible by the cooperation between the young people in the region, the city, the Youth Council, the University of Vaasa, the National Institute for Health and Welfare, Vaasa Region Development Company, the Regional Council of Ostrobothnia and a wide network of experts. After the Jury heard and questioned experts about the future of the Vaasa region, it convened to make a statement. This statement is comprised of 11 sections, which discuss the economy and business life, youth participation, local traffic, the development of social and health care services, increasing the number of study places, promoting youth and immigrant employment, nature and culture, bilingualism and multiculturalism, housing, hobbies and recreational opportunities, and possible municipality mergers. This statement was given to the Vaasa city administration so that they could give their opinion on it, and in May 2013, the Youth Council will also request the opinions of neighbouring municipalities, expert committees, the regional committees of labour organisations and the Regional Council of Ostrobothnia. The Youth Council observes any developments made concerning the matters raised.

**The City of Jyväskylä has prepared a multi-sectoral city programme for promoting children and youth participation in 2012–2015.** This programme reaches the entire city organisation and its objective is to improve children and young people's opportunities to participate in the planning and implementation of services. Preparations for the programme began from the need to determine how the Youth Act section 8 ("Arrangements must be



# V Taking special groups *into account*

- 12 Young immigrants receive sufficient education (e.g. language training, civic skills), guidance and support in order to integrate into Finnish society. Different actors cooperate to build systematic educational paths for immigrants that lead at least to an upper secondary qualification and to working life.**

## **ARGUMENT:**

Foreign young people are at a much greater risk of being socially excluded in the transition phase between basic and secondary education than the majority of the population. In general, the risk for foreigners becoming excluded from education and remaining unemployed is approximately twice as great as the risk for the native population. However, there are great differences between groups: The risk of being socially excluded is especially great for first generation immigrants who are from outside the EU, and within this group, girls are at greater risk. We must also pay attention to the language skills and education of young people who have arrived in the country later in life, because directing them to existing education paths is often very difficult.

## **And so it goes:**

### **Depicting a young immigrant's education path**

Because the education path for young immigrants may include several transition phases, experts in Turku have compiled all the available training opportunities into one comprehensive picture, an education map. This has helped to define the responsibilities of different parties and the development of supervision and foresight systems. Forming a joint picture of the education path has also helped actors to see where the path has gaps and what new training programmes/services are required.

Further information: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)

### **Joint application for immigrant education**

In 2010, a joint application system for preparatory immigrant education was adopted in Turku, because there are multiple education organisers and training courses that start at the same time. Before this joint application, young immigrants could apply for all different training programmes even when their skill level did not correspond to the training, or they could be accepted on several training programmes at the same time.

In joint application, various education organisers utilise a joint application form, which the applicant can use to apply to more than one education programme. Applicants only take part in one entrance examination, which includes a language skills test, a structured interview and evaluation criteria, which have been developed in cooperation with teachers from different educational institutions. If the applicants do not get offered their first choice, they are guided to their second-choice educational institution. The aim is to direct every applicant to the education that is most suitable to them.

Further information: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)

### **Preparing groups in preparatory education for distinctly different vocational fields (e.g. preparatory education for the social and health care field)**

Preparatory training programmes that prepare young immigrants for different vocational fields introduce the students to the relevant vocabulary and work as early as during preparatory education. Working life is also utilised during preparatory education: from the beginning of their education, the students spend a couple of hours a week in workplaces connected to their own vocational field in order to learn practical language skills. These training programmes targeted at different vocational fields have produced excellent results. The students have confirmed their choice of career, they have been motivated towards their studies and nearly all of them have continued on to official vocational studies after completing the preparatory education.

Further information: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)





### **13 We ensure that young people who require special support are able to enter further education, and we cooperate with companies in order to improve their chances of finding employment.**

#### **ARGUMENT:**

Competition for study places in vocational education has heated up and it has become increasingly difficult for those who have graduated from special needs classes to enter further education. These young people are also at higher risk than average of dropping out of upper secondary education. Furthermore, because of the competition, quick pace and demanding tasks prevalent in working life, young people who require special support have difficulties finding employment.

#### **And so it goes:**

##### **Job description of a transition phase career advisor**

In Turku, a transition phase career advisor assists guidance counsellors and special needs teachers who are in charge of young people in years nine and ten at comprehensive school. The advisor helps support those students who have problems at school and who do not have plans for their future because of this. The career advisor acts as the personal support person for young people who are in the transition phase between basic education and upper secondary education, and the advisor also acts as their liaison between these two education levels. The transition phase career advisor continues to supervise the young people in his or her care during the first phase of their further education.

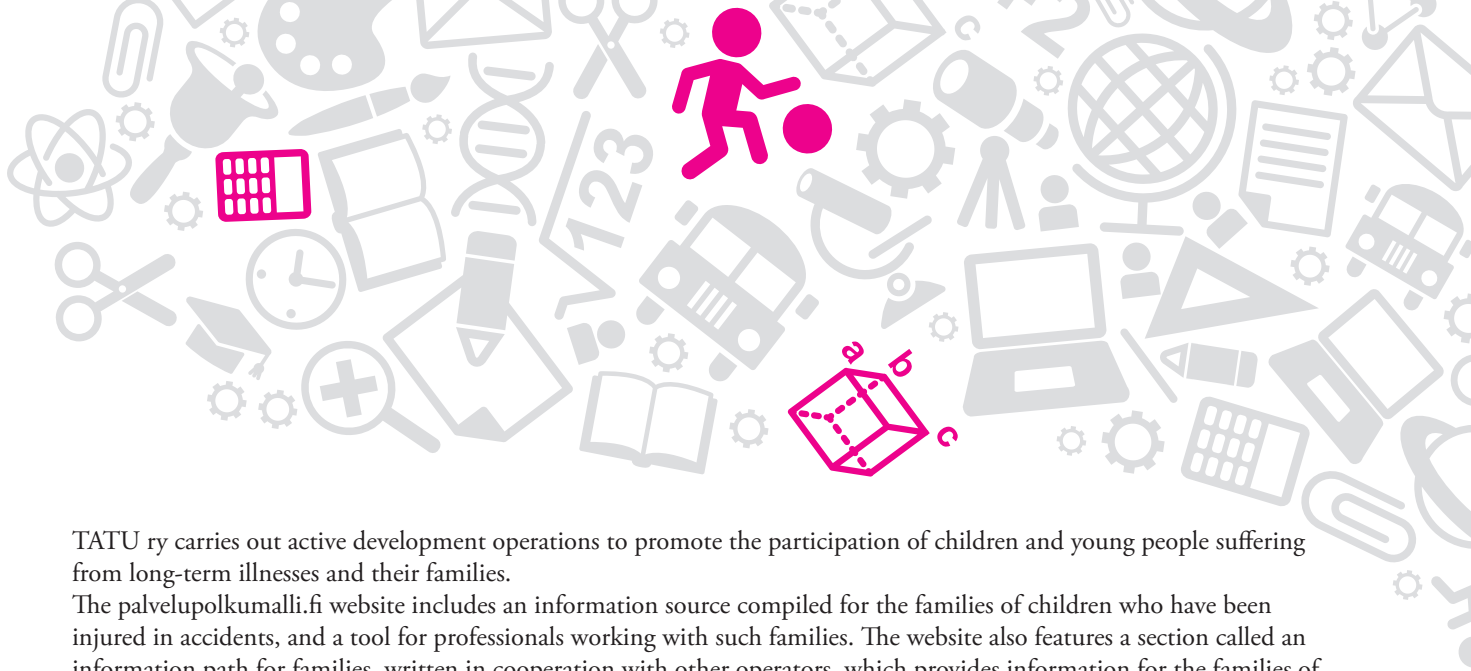
Further information: [www.koulutustakuu.fi/training-guarantee/](http://www.koulutustakuu.fi/training-guarantee/)

##### **Cooperation model between general and special vocational institutions (YTY project)**

The aim of the cooperation model is to support the individual education paths of students who require special support and who attend general vocational institutes. The project has given teachers at general vocational institutes more awareness about the support forms and services connected to vocational studies and employment that are meant for those who are partially capable of working. The project has also improved the learning efficiency of those students in general education who require special support, and it has helped support the realisation of individual education paths from transition phases all the way to employment.

Further information: [www.ammattilinenenerityisopetus.fi/palvelut/kehittaemishankkeet/yty-hanke](http://www.ammattilinenenerityisopetus.fi/palvelut/kehittaemishankkeet/yty-hanke)

**TATU ry** is a Finnish national association that was established in 2001. The operations of TATU ry are based on supporting those who have been disabled in accidents, as well as children and young people suffering from long-term illnesses and their families. The association's operations include group-based rehabilitation programmes, peer support, training and development operations. Families are also supported by maintaining an information portal, which provides information about services nationwide. Most typical accidents involving children include traffic accidents, different accidents at home and during recreational activities/hobbies, in addition to burns. Some of the disabilities are caused by the after-effects of near-drowning or patient injuries. Most of the injuries caused by accidents can be fixed through different treatments, but some children are left with lasting injuries. A child's accident affects the whole family and requires a lot of strength from family members.



TATU ry carries out active development operations to promote the participation of children and young people suffering from long-term illnesses and their families.

The [palvelupolkumalli.fi](http://palvelupolkumalli.fi) website includes an information source compiled for the families of children who have been injured in accidents, and a tool for professionals working with such families. The website also features a section called an information path for families, written in cooperation with other operators, which provides information for the families of disabled children and children suffering from long-term illnesses.

In the **Nivelvaiheen nuotit (transition phase notes)** project, organised by TATU ry (2011–2013), the aim was to help young people who have been injured in accidents at a young age to integrate into society by increasing their and their parents' readiness to utilise the transition phase service system and by increasing the readiness of professionals to support and help the young people and families in the target group.

In addition to their projects, TATU organises independent and joint research and development activities as well as cooperative work with universities of applied sciences and universities



# VI Other services that *prevent social exclusion*

## **14 Every comprehensive school will adopt effective operational models to strengthen the sense of community, prevent bullying and develop social skills.**

### **ARGUMENT:**

Bullying is a significant factor which increases the risk of social exclusion, unemployment and mental health problems. It is typical for young people who are bullied to be socially excluded from group situations and to have few social contacts. Good social skills and the ability to put oneself in someone else's shoes prevent both bullying and becoming the target of bullying. The school community must also be rigorous and prompt in intervening in bullying.

### **And so it goes:**

#### **Youth work in school**

The youth work carried out in Lahti schools concentrates on developing the sense of community, participation and good atmosphere in the schools and on the other hand on creating informal learning environments and fully supporting the students. Common methods include activities in small groups, individual counselling, transition phase work, grouping, breaktime activities, cooperation between the school and home, student association activities, camp and excursion activities and different theme events. The important thing is that the youth workers in a school are a part of the school's multi-professional working community, which plans and makes the decisions about development measures, work tasks and the division of labour. On the one hand, youth work in schools is targeted at individual young people and groups of young people, and on the other hand it is designed to develop measures that reach all young people. The objective is to help young people fit better into the school community and to change the school community in a way that allows it to take the needs of the students more into consideration.

#### **KiVa school**

KiVa school is a programme that was developed in 2006–2009 by the University of Turku as a joint effort between the [www.psy.utu.fi/](http://www.psy.utu.fi/) psychology department and [www.otuk.utu.fi/](http://www.otuk.utu.fi/) the Centre for Learning Research. The KiVa school programme was funded by the Ministry of Education and Culture, and it is targeted at comprehensive schools. In addition to individual students, the measures included in the programme are targeted at classrooms, schools and parents. Special characteristics of the KiVa school programme include versatile and practical material, utilising virtual learning environments and influencing the whole group. The programme includes both general and targeted measures.

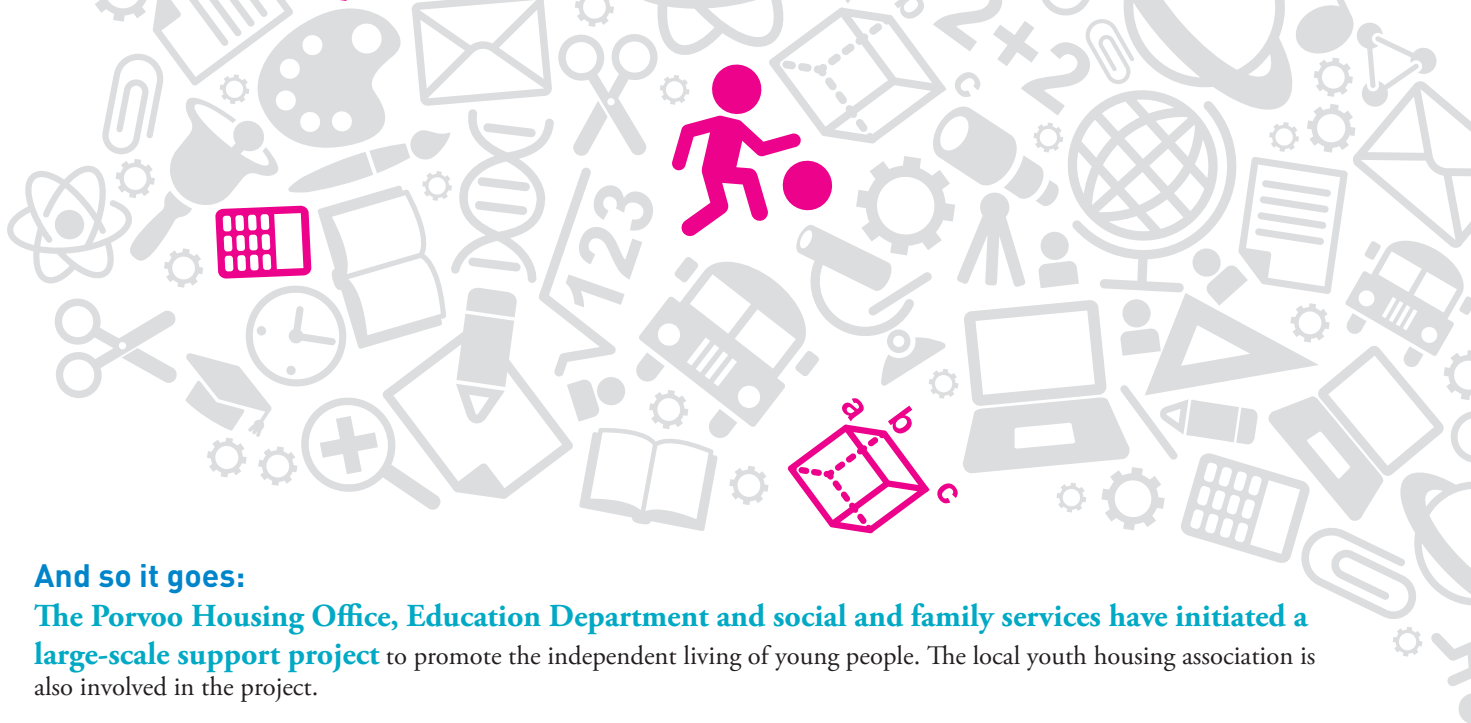
Further information: [www.kivakoulu.fi](http://www.kivakoulu.fi)

## **15 Young people are offered support for independent living and supported housing services. Homelessness among young people will also be reduced.**

### **ARGUMENT:**

In Finland, young people move out of their childhood home on average at the age of 19, girls slightly earlier than boys. At the end of 2011, receiving housing benefits from Kela was most common among 20 to 24-year-olds, of whom 40 per cent received support from Kela to cover their housing expenses. For many young people, becoming independent means that the responsibility for handling one's own finances changes significantly and can cause payment defaults or other problems, which will have lasting effects on young people's lives. In early 2011, those who had the most payment defaults were people between 25 and 29: over 12 per cent of the age group has a payment default. Support that enables independent living in different phases of living improves young people's ability to cope. As a result, going to work becomes easier for young people who receive support, which reduces the amount of income support and unpaid rent.





### And so it goes:

**The Porvoo Housing Office, Education Department and social and family services have initiated a large-scale support project** to promote the independent living of young people. The local youth housing association is also involved in the project.

- The readiness of young people who are planning to live independently or who have already begun will be strengthened through training that teaches the basics of living, and different activities organised in small groups. In addition to the chosen target groups, training is also organised in schools and educational institutions.
- Volunteers have been trained to act as mentors to support the independent living of young people. Their operations are supervised by youth services.
- Night guards have been hired to increase the security, peace and comfort of buildings where young people live.
- Social housing management services are purchased for young customers of social and family services.
- The aim of the supported housing unit for young people is to help the young people placed there improve the skills they need to be independent. A housing unit has four places and the residents are generally aged 16 to 18.
- The youth housing counsellor began working on 11 March 2013. The housing counsellor's work consists of guiding customers in a way that aims at their overall well-being. The target group consists of young people between 17 and 28 who are in the process of becoming independent and who are living independently in Porvoo. The housing counsellor's job entails mobile fieldwork with young people, and it is carried out in close cooperation with other parties working with young people.
- Through the renovation workshop, young people can be involved in renovating apartments after a tenant moves out. The renovation group strives to involve the young person who will move into the apartment in question after the renovation.

## 16 It must be ensured that young people are fully supported in problem and crisis situations.

### ARGUMENT:

So called One counter model often works best for young people. One employee should be fully in charge of arranging support for a young customer, handling the cooperation with different actors and standing by the young person's side. This requires seamless cooperation, flow of information, trust and knowledge of how other fields operate. This model reduces the time that both the young person and the employee need to spend on assistance, and thus also reduces the need for other resources. Spreading information about the service and accessing information will also be easier when there is only one address.

### And so it goes:

**Domino, a psychosocial unit for young people**, operates in Lahti. Domino is targeted mainly towards 15 to 25-year-olds and it offers them full psychosocial support. The unit employs a multi-professional work group that consists of experts in the fields of mental health care, health care, substance misuse and social work. Domino has close ties with the service network and it makes sure that young people also get other services they require.

Further information: [www.nuorilahti.net/domino](http://www.nuorilahti.net/domino)



**17 Different measures that support functional activity and the ability to cope will be offered to young people who have been excluded from working life and education for a long time or who are otherwise at risk of being socially excluded.**

**ARGUMENT:**

To prevent social exclusion, it is important to make sure that young people who have been excluded from working life and education for a long time or who are otherwise at risk of being socially excluded can be offered different leisure activities which improve young people's ability to cope and also help them see new opportunities for building a better future.

**And so it goes:**

In Jyväskylä, **youth services and the Art Workshop** work together to organise a creativity-themed workshop for young people who are not eligible to participate in workshop activities according to the criteria laid down by the Employment and Economic Development Office, or who are otherwise incapable of committing themselves to a workshop period. The basis for the creativity-themed workshop is that all the individuals in a group discuss their own goals for the period and one significant goal is to gain a regular activity for their lives. Methods include music, visual arts, theatre, circus and other themes for which youth services and the Art Workshop can provide their special expertise.





